

Updated On	2021/10/01																															
Curricular Year / Period	2021/22 / S2																															
Course	Educação Especial																															
Curricular Unit	Avaliação e Intervenção em Educação Especial																															
Language(s) of Instruction	Português																															
ECTS/tempo de trabalho (horas)	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">ECTS</th> <th rowspan="2">Total</th> <th colspan="9">Horas de contacto semestral</th> </tr> <tr> <th>T</th> <th>TP</th> <th>PL</th> <th>S</th> <th>TC</th> <th>E</th> <th>O</th> <th>OT</th> <th>EC</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>30</td> <td>15</td> <td></td> <td></td> <td>15</td> <td></td> <td></td> <td></td> <td>15</td> </tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral									T	TP	PL	S	TC	E	O	OT	EC			30	15			15				15
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Teacher in charge (GDPR consent) <small>[complete name, email]</small>	Maria Luísa De Sousa Panaças / mlpanacas@ipportalegre.pt																															
Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>																																
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<ol style="list-style-type: none"> 1. To know the legal framework of Educational Evaluation and Intervention with students with SMLI 2. To know and reflect on the role and functions of IE teachers in Educational Evaluation and Intervention 3. To know the roles and competencies of multidisciplinary teams to support inclusive education 4. Develop assessment skills and use appropriate assessment procedures and tools for students 5. To know how to outline, from the technical-pedagogical report as a document that underlies the mobilization of additional measures to support learning and inclusion, the organization of the Educational Intervention 6. To develop skills for an efficient and appropriate intervention with the student 7. To know how to develop accommodation and curricular adaptations, educational programs and individual transition plans 8. To demonstrate knowledge about the importance of empirical research for the development of good practices 9. To assume essential values and ethical principles to evaluate and intervene with students with SMLI 																															
Syllabus	<ol style="list-style-type: none"> 1. Evaluation Assessment for learning/learning assessment Objectives, functions and stages of the evaluation process Observation and evaluation methodologies and learning contexts: academic, behavioural, social and emotional Formal and formal strategies: distinction and characterization Development of ecological assessment tools 2. Decision-making and organization of the Educational Intervention Multidisciplinary Teams. Preparation of the RTP 3. Intervention Universal Measures UDL, Curriculum Differentiation and Adaptation; Inclusive Teaching and Learning Strategies; Inclusive Pedagogy; Individualization of Learning and Cooperative Teaching Selective Measures: Non-significant curricular adaptations; psychopedagogical support; anticipation and reinforcement of learning; tutorial support. Additional Measures: Significant curricular adaptations; PEI and PIT; Structured Teaching; Alternative Curricula and Functional Curricula; Task Analysis; personal and social autonomy 																															
Teaching methodologies (including assessment) <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p>1 - Teaching methodologies</p> <p>The methodology will include theoretical exposition and analysis of articles, case studies and group problem solving and debates. The modality of project work around thematic debates based on the</p>																															

	<p>students experiences and analysis of research will be privileged, as well as that of case study that will consist of the development of a case evaluation and the design of educational interventions. Theoretical contents are taught alongside autonomous research based on the recommended bibliographic references and the search for related articles. Theoretical researches carried out under the themes will be followed up in the tutoring sessions. Students will be evaluated according to a case study.</p> <p>2 - Period assessment</p> <p>The final grade will be the result of a case study report with a digital presentation on the zoom platform. The sending of written works will be done by email and / or by placing them on the available platforms</p> <p>3 - Examination assesement</p>
<p>Bibliography</p>	<p>1 - Main Bibliography</p> <p>2 - Complementary Bibliography</p>
<p>Special Situations [Students with special status]</p>	<p>1 - Period assessment - Students with special status</p> <p>2 - Examination assesement - Students with special status</p>